



DISTRICT SBAC DATA REVIEW

FALL 2019

October 16, 2019

Instructional Services
Governing Board Presentation

Presentation Highlights

- Highlight 5-year data trend celebrations and areas of growth
- Discuss our commitments to deepening our evidence-based practices
- Discuss our improvement work aligned to our areas of growth

System Wide Celebrations

- We increased overall last year by 3% in ELA and 2% in math
- IFEP and RFEP student growth and proficiency
- 5th Grade progress in ELA: Double digit gains from 2018-2019 at 5 schools and a 6% gain at one other
- Hispanic sub-group increased 3% in ELA and 2% in math
- Specific school celebrations

Trends For Our Improvement Work

- English Learner progress
- African American progress
- Cohort decline in math from 3-5th grade
- Cohort decline for Students with Disabilities
- Individual school support

Commitments

Reinforcing our Vision:

Ensure that all students learn at their highest potential.

Establishing Mental Models:

The focus of our instruction **must** start and end by providing high quality first instruction to our historically underserved students: English Learners, Low Income, Students with Disabilities(SWD).

Instruction done right for this group is good for all.

Improvement Strategies

1. Data Protocols: Creating a stronger MTSS system district-wide
2. Change in district's reading philosophy
3. Strengthening evidenced based culture
4. Improve the quality of first instruction
5. Math Improvement plan
6. African American awareness and inclusion
7. Students with Disabilities improvement plan
8. English Learner improvement plan

Data Protocols

Frequent analysis of sub-group data (Monitoring and Responding)

- Academic Data: SBAC, iReady, DIBELS, EDL2, ELPAC
- Attendance
- School Wide Information System (SWIS) Data
- Suspension/Expulsion
- Panorama
- SpEd Referrals
- AVID data
- Data to support improvement work
- Plan progress monitoring data: LCAP, ELD School Improvement Plans, Program Improvement Plans

Reading Philosophy

Change in district's reading philosophy and assessments to improve first instruction

Based on research we moved from a balanced literacy approach to systematic phonics program because research supports that this approach benefits ALL learners, not just those who will easily learn to read.

Outcome: Increase the fidelity measures in place to ensure programs are being taught systematically in grades K-2.

Evidence Based Culture

Commitment to improving our work in being an evidenced based culture

Use of improvement science principles to address problems of practice.

Increase training opportunities to understand the tenets of improvement science.

Outcome: Implement and scale best practice based on evidence of effectiveness. Ensure that our solutions are addressing the problem.

High Quality First Instruction

- Professional Development, coaching and feedback
- High expectations of staff and students
- Teaching essential standards and elements of PoG
- Universal Design for Learning
- LETRS/Reading Apprenticeship program
- AVID/AVID Excel
- Writing With Design

Improvement Plan for Math

- Two full days of PD for all middle school math teachers
- Elementary Coach will provide support in math
- District Innovation TOSA focus on middle school support for teachers
- Creation of math interventions in middle school
- Curriculum audit to determine alignment to essential standards
- Math Improvement Science Project

Improvement Plan to Support African American Students

- Know students by name at sites
- Student focus groups to learn about their school experience, share data with teachers
- Community liaison support to engage families
- Engage teachers with data trend to ensure awareness
- Embed culturally responsive teaching practices into district offered professional development
- Discussion with Instructional Leadership Teams

Improvement Plan to support Students with Disabilities

Building Capacity

- Create communication protocols
- Training for both SpEd and General Ed Teachers for inclusion and behavior strategies
- Coordinators as regional support staff
- Checklist to support Case Managers & LEAs with best practices

Consistent Monitoring

- Evaluating the SST process for English Learners
- Tracking integration opportunities
- Walk throughs with Administrative teams
- Quarterly One on One meetings with Principals
- Monitoring data with Principals-Performance Indicator Review-PIR

Improvement Plan for English Learners

- Continue to monitor our programs/Provide Comprehensive ELD
- Integrated ELD
- Long Term English Learner (LTEL) Plans
- Individual School Plans for ELs
- [Writing with Design](#)
- [AVID Excel](#)
- [Pathway Awards Towards the Seal of Biliteracy](#)

Shared Vulnerability

Initial plans require adaptation based on results on complex work.

Systematic change efforts take time.

Adult mindset is difficult to change.

The process of unlearning is harder than new learning.

Commitments Revisited

In order to ensure that every child learns at their highest potential we are committed to improvement and we will....

- Start with best practices designed to meet the needs of our most struggling learners
- Use data to inform decisions
- Seek to better understand our problems of practice by learning from all stakeholders
- Celebrate our successes!

Questions

